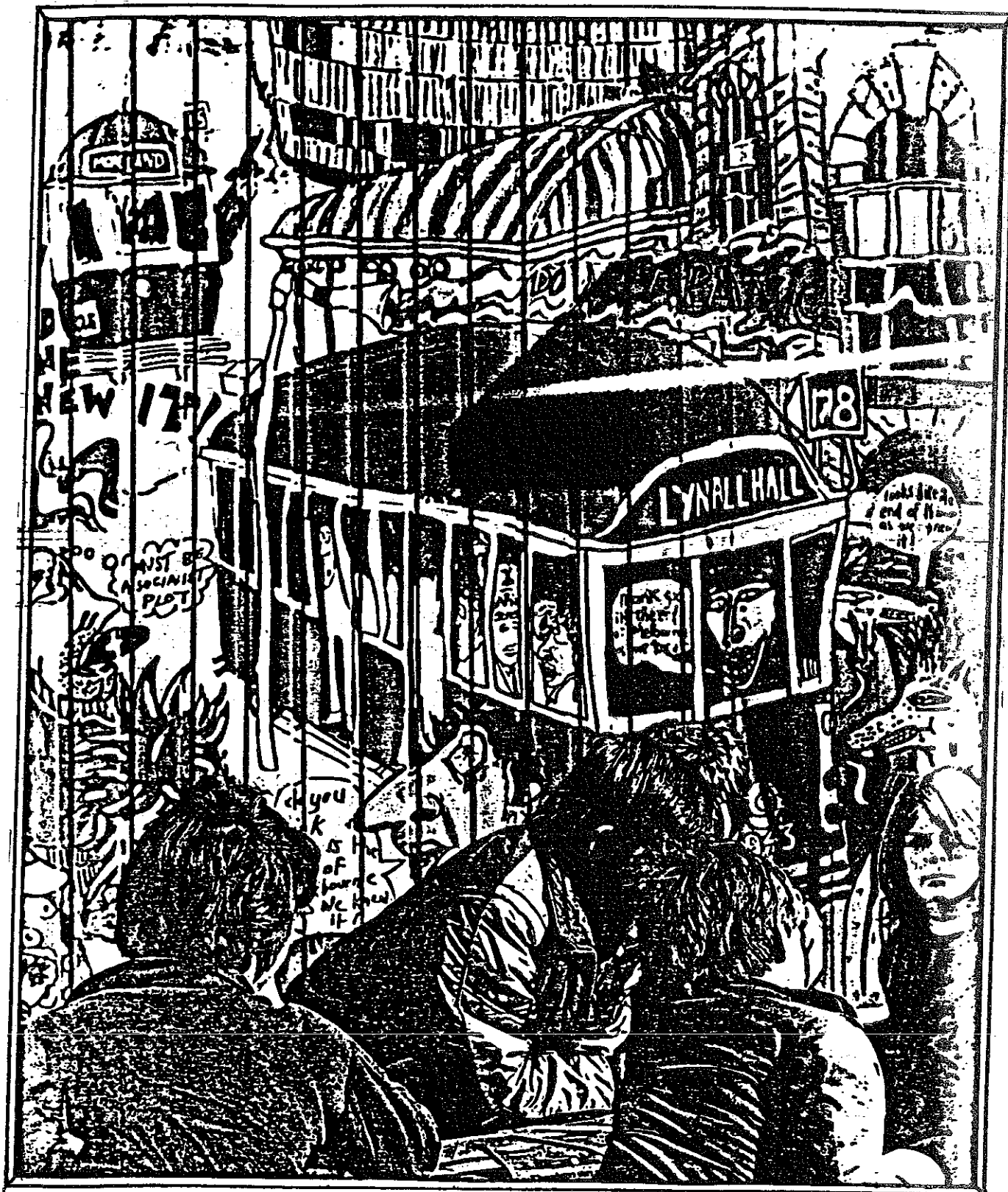


THE NEWSLETTER OF YOUTH PARTICIPATION IN EDUCATION PROJECTS
12 BROOKE STREET, NORTHCOTE 3070 VICTORIA AUSTRALIA

CONNECT

JUNE 1985

No. 33



A Primary Issue?

"That's all very well for secondary school! But how about programs in primary schools?"

How often have I heard that at workshops and in-service days. And the 'charge' has substance. Where are accounts of student participation in primary schools? Over the years, Connect has carried a handful: tutoring programs, radio in the primary classroom and so on.

Yet we hear that a lot is happening.. The video "Why Not The Kids" is set in a primary school.

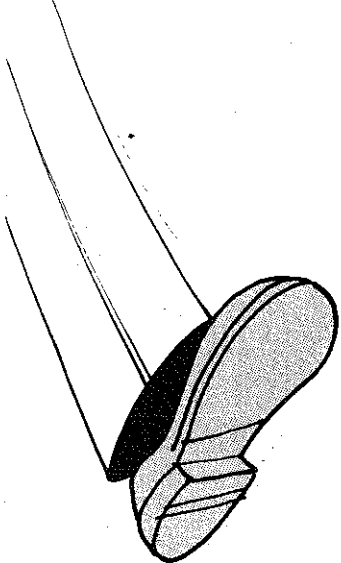
So, I want to devote an issue soon to accounts of what is happening in primary schools - programs like the above, student councils and so on.

But I need your help in that. Can you tell people you know that Connect is looking for accounts? Can you support them in documenting what is happening? With that help, it should be a really great issue!

And we're still waiting on responses about more videotapes. Charles Kingston writes that he's putting a list together from his resources in New South Wales. And there are hints of others elsewhere. Connect would like to publish a supplementary list soon.

Keep those cards and letters coming in folks.

Roger Holdsworth



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SUPPORTING STUDENTS ON COMMITTEES A REFLECTION

In recent issues of Connect there have appeared articles on aspects relating to students as members of educational decision-making committees. This has been stimulated, at least in part, by the new School Council structures in Victoria and by places being made available to students on Regional Boards and State Committees such as PEP.

The articles previously published have been invaluable for those teachers in schools who have had the responsibility for the support of students serving as representatives on school-level bodies such as School Councils and school committees. This article contains the reflections of a teacher who has acted in a support role for students. It attempts to reflect on some of the issues that arose in the course of a year. The hope of the writer is that in sharing just a few experiences, others in similar roles will be prompted to take the time to reflect on their experiences, write them down and share them with publications such as Connect.

In a year of working in a support role for students on committees, one has an amazing array of experiences, makes a disconcerting number of mistakes and learns a great deal. It ought to be said that I was, in fact, a *de facto* support person. I had the responsibility for supporting the Student Action Group (SAG) of one subschool. This SAG was represented on a total school SAG made up of representatives from all the subschools. It so happened that all of the students elected from the total school SAG as School Council representatives came from the subschool to which I belonged. It seemed natural for them to talk to me about issues of concern to them. The data for this article was gathered from both my school experiences and some experiences of others from other schools.

MEETING PROCEDURES

As indicated in the article *Students on Committees: For Committees* (Connect, Double Issue No. 27/28, 1984, pp 25-31), the development of inclusive meeting procedures is vital. In my experience, School Council members did not receive adequate documentation prior to a meeting. The student representatives attended their first meeting and were swamped with previously unsighted correspondence including memos from the Director-General, letters from the Regional Director and a very hefty school budget proposal. The budget had to be approved that night! None of the Council members, staff, student or parent representatives could fully cope with that situation.

The Principal's report was an agenda item where anything could come up and usually did! For the benefit of all Council members, it was important to aim for agendas, reports and foreshadowed motions to be sent out at least a week before the meeting. It seems that many Councils do not run on a proper basis in this way. As one Councillor (from another school) said to me: "The local angling club is more open and better run than my School Council is." Often Principals just don't seem to know how to perform their functions effectively as executive officers. This is a problem for all Council members but especially for student members. It is essential that Principals get the necessary support and in-servicing for this and yet another new demand on them.

REPRESENTATIVES?

Related to inclusive meeting procedures, or the lack thereof, is the issue of encouraging students to truly be representatives. Often I found that students were caught out and pressured into making decisions on important issues on the spot because there was no warning of those issues coming up. Often the Council is 'forced' into making a quick decision before any of the student representatives have a chance to consult with their constituency. It depends on how one views the role of repre-

sentatives. It is my view that a representative is there to put the views of his/her constituency and so a process of consultation is necessary. Unfortunately, parent and staff representatives often do not operate in this way and want to make decisions in their own right. This provides an inappropriate model for students in their representative role. It is hard as a support person to push this democratic view to students and for them to maintain it in the light of the 'undemocratic' behaviour of adult members. It was an interesting observation that if students 'stick to their guns' and demand time to consult, then it influences (almost forces) the parent and staff representatives to consult as well!

A good political tactic for students after they have consulted with their constituency, is to ask the other representatives, if they put a dissenting view that purports to represent the views of their constituents, "But how do you know that's what they (the constituents) think? Have you asked them?" The parents and staff are then forced to make an effort to consult.

BEING TAKEN SERIOUSLY

It seems that student proposals for changes to school policy (eg the abolition of compulsory uniform for senior students) are treated quite differently to a Principal's, parent's or teacher's proposal for change. When students put forward a change, they are often asked to go through far more rigorous procedures. In this particular case, the students were told that they were expected to survey staff attitudes. After discussions amongst themselves, they decided that it was the parent representatives' job to find out how their constituents thought and the teacher representatives' job to do likewise with teachers. The Council accepted this. This activity in the school became an important one and one where the support person had several roles to play.

Firstly, the parents and teachers conducted surveys of their constituents. Both produced biased results because of the questions asked or the way the returns were handled. The Principal conducted a mail sample survey where the sample was far too small and the proper survey techniques were not followed. In these cases, it was necessary for me to arm the students with the necessary information for them to discredit the biased results and run their own survey impeccably. However, some Council members felt that the student survey was biased as well. I would dispute this. It was vital that I went and told the people involved in the surveys what I saw my role as, viz a support for the students, and point out the weaknesses that I had alerted the students to. They took this very well and understood my position.

STRATEGY ADVISOR

Another role I found myself in was that of strategy advisor, advising on how to best put their views to staff meetings, the Principal, how to lobby other councillors between meetings etc. I know a lot has been said about the need for consensus decision making on Councils, but my experience is that, as a general rule, students have to use political devices and put issues to a vote to get their views implemented.

Students, in my experience, are often told to take grievances to the senior staff for attention. Frankly, the students are not always given a fair hearing at this level and have to embarrass the staff by taking their initial grievance and their dissatisfaction regarding the lack of a fair hearing to the Council. It takes courage for students to do this.

NUMBERS

In terms of numbers of students on School Councils, it is my experience and the experience of others I have spoken to that generally there are too few student positions. The students told me they felt out-numbered and were given far less time to put their views and present their reports than other members. It is my impression that many schools opted for the bare minimum number of student representatives permissible, but would now be happy to add more.

STATUS

It seems to take some staff members of a school time to get used to students in the new role. Frequently, especially early in the year, a student was halted in an 'out of bounds to students' area when he was going to a committee meeting. From my point of view it is essential that student committee members be seen as just that, and occupy an appropriate status. This necessitates consciousness raising and attitude changing throughout the entire school community and may take some time.

ACCREDITATION

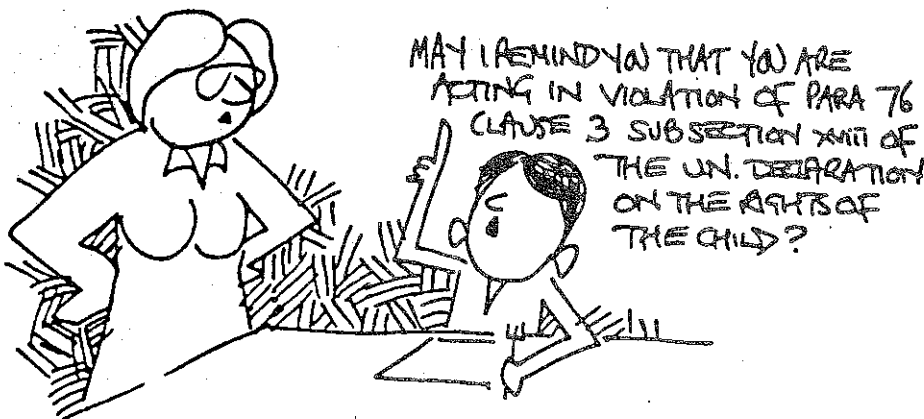
The issue of genuine accreditation for committee work as part of legitimate subjects is vital. The Principal and others provided students with excellent references for other services. The Humanities department agreed to give credit within Social Studies on a fairly informal basis. The problem still arose that sometimes when there was a Maths exam/test the day after the School Council night meeting, the representatives had to study instead of spending a very late night at the Council meeting. The pressures of study do interfere.

SLOW PROCESSES

Democratic processes are often slow. On a number of occasions, the student body became impatient when their representatives could not deliver instant results all the time. Some of the representatives themselves became disillusioned with the processes. It is difficult but necessary to support representatives with their own feelings of dissatisfaction and to help them withstand and address the tremendous pressure placed on them by the discontent of the constituents. If stalling tactics were being used on a student proposal, it would be important to try and help the students identify and address the 'blocking' forces.

NETWORKING

Although not exploited to the full, the advantages of inter-school networking of student representative organisations are great. The sharing of ideas and problems is potentially most advantageous. A regional network as exists in the Western Metropolitan Region in Victoria is vital.



RAISING ISSUES

It was our experience that students in the school will not generally approach their representatives with issues. For several meetings of the senior subschool committee, representatives complained about no-one bringing anything up to them. During the week, a pastoral hour for one group was asked if they had any grievances they wished to raise. The list totalled 28 items, ranging from positive suggestions for the solution of problems to complaints. We also developed, with the assistance of the school administration and senior subschool staff, a conference procedure that raised many issues. This approach was loosely based on the Force Field Analysis method. This approach asked students to identify the strengths of the existing organisation, then the weaknesses, and to suggest strategies to overcome the weaknesses. This approach proved to be most useful. It will be reported in detail in a future issue of Connect.

Another way that was helpful in supporting student representatives, was the development of student research on issues of importance to the school community. Student conducted research can be, as demonstrated by the VISE Truancy Studies, of a very high standard when effectively supported. One example was research conducted by a class of year 10 students into the needs of the student body in the new cafeteria and lounge that was being designed and built at the time. Again, a detailed report of this and other research projects will appear in a future issue of Connect.

WITHDRAWAL

Probably the most potent learning experience of this author for the year was when, with things seeming to be going well, I withdrew somewhat to let the students run things themselves. The withdrawal combined with the approach of end-of-year tests etc meant that the activity slackened off a bit. I think it was Art Pearl who wisely wrote somewhere of the importance of the support person to a young persons' organisation to stay involved in a motivating and guiding capacity. I wish I had read those wise words before I took a step back.

SELF-ANALYSIS

Careful and self-critical analysis needs to be engaged in by the support person for two main reasons. First, the line between helping the students implement their views and using the students to push your own views can become very fine indeed. Most often my views coincided with student views, but it is important that any student action be based on student initiated issues. There are, however, people who probably believe that on occasions students are used by staff. It was also my experience that I sometimes disagreed with the students' views, but on those occasions I endeavoured to offer the same level of advice. The second reason for critical self-analysis relates to the support person's fallibility. Sometimes I probably gave inappropriate advice. Of course, what is seen as inappropriate advice to some would be seen as most appropriate to others. Having School Council member experience, which I don't have, could be of some help in the support role.

CONCLUSION

There were many other issues that arose throughout the year, including the student who was too frightened initially to argue his opinion in a committee against his science teacher in case it adversely influenced his report. It should be noted that most of these issues came up in a school that was/is generally very positive about student participation; a school where the office staff, Principal and Vice Principals always welcomed the students into their offices at all times; a school where a student was chairperson of the key curriculum subcommittee of the School Council.

A year has demonstrated that student bums on School Council and other committee seats is the beginning of student participation and the democratisation of our school system. The full realisation of that goal is still some way down the track.

The author has supplied name and address but has requested that neither be identified. While that is not our usual practice, we have published the above article in the hope that it will provoke similar reflections and reactions from others, and in the belief that the experiences at one school may not be atypical of others.

Central Highlands - Wimmera Regional Student Conference

A Youth and Participation (YAP) Conference for students will be held on July 24th at the Ballarat Education Centre.

A planning committee, drawn from the six Ballarat post-primary schools has been hard at work. Each of the schools has been designated areas of responsibility:

- * Ballarat High: overall coordination;
- * Mt Clear Technical High & Sebastopol Tech: publicity, including pre-publicity, media (TV, radio, press), conference booklet, posters, badges;
- * Ballarat North Tech: contact with country schools including visits to major towns, transport arrangements;
- * Ballarat East High: agenda formation;
- * Wendouree High Tech: catering arrangements, responsibility for billeting.

It is hoped that 150 students will attend - this represents 6-7 students from each of the 26 post-primary schools in the region.

The planning group sees the conference as a first step in forging links between all schools in what is a far-flung geographical area.

Bill Horrocks, PEP Consultant,
Regional Office,
PO Box 135E, Ballarat East 3350.
Ph: (053) 311.755

NSW: STATEWIDE STUDENT ASSOCIATION?

The recent RASG (Regional Association of Student Governments) Student Leadership Camp held at Lake Burrendong Sport and Recreation Centre resolved to make serious attempts this year to pursue its aims on a state-wide basis.

The initiative to form a state association of student governments or student councils was discussed in depth at the Annual General Meeting held on the fourth day of the five day camp. Nearly 120 students and seven adult advisors attended the meeting. They were joined by Regional Director of the Department of Education, Mr John Lambert and Mrs Lambert.

While many details of the proposal need to be discussed, the meeting resolved to hold a meeting in Bathurst in early December and invite representative students and teachers as well as the Regional Directors from around NSW to get such an association off the ground.

Students from as far away as Broken Hill and Camden were at the camp. For the first time since RASG began these camps in November 1981, another region was represented as participants and observers. In addition to Camden (where a co-founder of RASG, Mr Les Vozzo, is Acting Science Master) Liverpool Region schools, Chester Hill and Ingleburn sent students and a teacher. Western Region schools represented were Broken Hill, Wilyama, Dubbo, Dubbo South, Gulgong, Yeoval Central, Lake Cargelligo Central, Cowra, Canowindra, Young, Bathurst, Kelso, Parkes, Kandos and West Wyalong (the founding school). Catholic schools in Broken Hill and Mudgee were also represented but, like the Liverpool Region schools, without voting rights at the Annual General Meeting.

The camp is designed to motivate, encourage and train students in a wide variety of skills and attitudes appropriate to the work of student council representatives in the schools. Sessions on group dynamics, meeting procedures, lobbying, communication, decision making, action planning and motivation (all taught by student group leaders who have undergone weekend training workshops prior to the camp) are interspersed with recreational activities, films, student-organised 'mini-olympics', student-government oriented presentations and access to an extensive range of resources on student participation.

In addition to Mr Lambert, a special guest at this year's camp was the former Regional Director, Mr Doug Rickard. He and Mr Lambert were elected as Patrons of the RASG for this year.

As it had done with this camp, West Wyalong High again took on the responsibility of training group leaders and student staff members. Bathurst and Kelso High Schools jointly retained the job of Executive School to administer other aspects of the RASG program during the remainder of the year. The most pleasant surprise was the offer of Lake Cargelligo to organise the Junior Camp held for the first time in November last year, when it was organised by Cowra High. The Junior Camp is for years 7 and 8 and is likely to be held at Lake Cargelligo this year.

Among other RASG possibilities for IYY are a 'RASG Circus' - a travelling team of experienced student government students who, if funding becomes available, will travel to schools in need of student council assistance during the last month of the school year. RASG has also been asked to assist the Liverpool Region in creating its own Regional Association - a vital and exciting step in the eventual formation of a state-wide association.

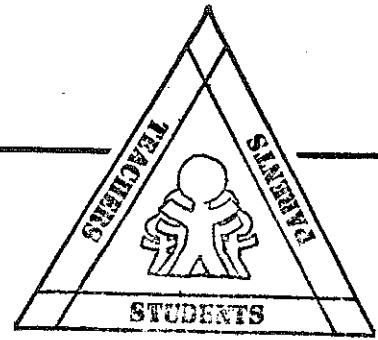
On the international scene, RASG will be represented at the NASC (National Association of Student Councils) Annual Conference in late June in Bethel Park, Pennsylvania, USA. Maree Marshall, a former West Wyalong High student active in RASG for four years, is now on a Rotary exchange in the USA. She will attend the NASC Conference, give a student workshop, present an engraved gavel on behalf of RASG (made of Tasmanian Huon Pine) to its international affiliate and show a special videotape that has been put together by the Western Region Media Unit which highlights the development of the student government movement in the region, the only region in New South Wales to have its own association. As the NASC Conference is attended by over 1600 students and student council advisors from all over the States, Maree will have a big job answering all the questions about life 'down under'.

Charles Kingston

Kandos HS, Kandos 2848 NSW

Mawson High School, S.A.

DELTA



I am a member of Delta, a sub-school of Mawson High School in South Australia. I'm in year 10 and one of thirty students in Delta.

The Delta triangle has three sides. They stand for parents, teachers and students - a cooperative relationship where each is involved in a caring way.

Our subschool operates as follows:

- Delta Meetings:* the means by which Delta governs itself, whereby all problems are discussed and democratic consensus is reached. The meeting is held each week and everyone must attend.
- Delta Programs:* five to six students and one teacher negotiate and decide on a course of study in Maths, English and Delta maintenance for the following two weeks in groups. At the end of this period, we meet again in the same groups to assess what each person has achieved. If that is unsatisfactory, a note is sent home. Three times means that the student will be asked to leave.
- Mini Courses:* are like the normal four lesson subjects in the main school except that in Delta the courses may go all year or for only one term and the course is planned with students and teachers involved. Various subjects have been outdoor cooking, computing, Delta Publication (still going strong), waxworks and many others. The number of mini courses undertaken depends on the number of main school subjects one is studying.

The system works very well and prepares people for the more important responsibilities in life and also makes you responsible for your own education. Being in Delta means you get more say and choice in what you do and learn, as long as you don't abuse the system or take advantage of minor problems. It teaches you to overcome social differences in a reasoning way without changing your individual opinion.

Delta has good facilities and gets funding from the main school like every other faculty. We usually get up to \$2000 per year which is used for materials, books, equipment - anything that gets budgeted for. The Delta complex is two buildings, a garage and an area of the school land for activities etc. The buildings are connected by a walkway, the largest with a teachers' room with telephone, large meeting place, a main room, kitchen area with kitchenware, eating utensils etc, two small private study rooms and toilet facilities. You might think that Delta is very fortunate (which we are) but the Government made a good deal of money by restoring "The Old House" where the old Delta was situated and selling it for a lot of money. That is why Delta has what it has.

The main school students were jealous (not knowing the situation) as were many main school teachers I suspect. Delta used to be a drop-outs' haven many years ago. In 1982, Delta re-opened with a new place, operation, teachers and a whole new bunch of kids. I was one of them after finding out about Delta through a primary school contact. The drop-outs were out or had left school. Alas, Delta retains some of its original reputation, a place for drop-outs or a place for bludgers, even though some things have changed.

Delta needs a voice as much as main school students need student rights. The main school students have the majority; Delta students (like myself) have the ideas. If the two can be amalgamated, problems to do with differences, discipline and student/teacher relationships etc can be resolved and, if successful, other schools may follow suit in order to try to compete.

The time is right, now, as:

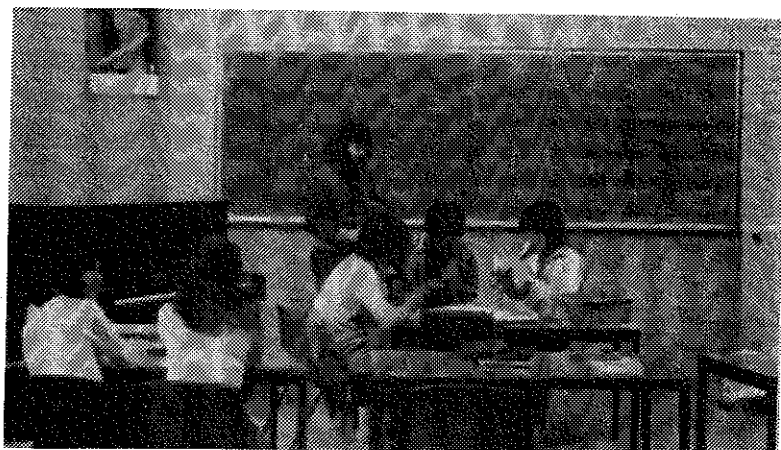
- * there is to be a student government formed.
- * the student counsellor supports student rights to some extent. He is involved in the forming of the student government which will replace the useless student forum.

However, my attempts to influence the style of the student body have not been effective yet.

I need information on student government:

- * how do you set up a student government/body?
- * how would it operate?
- * what student rights are there?
- * what other systems are there that are similar to Delta's? What are other contacts of school programs etc like Delta in Victoria and New South Wales? Delta only knows of a few places like it in South Australia, so if you know of others could you pass the word about as I would like to hear from them too.

Marcus Mitchell,
Delta, Mawson High School,
Colton Ave., Hove 5048 SA



ASSESSMENT

Delta is based on people having more freedom to choose their work and having responsibility for doing it. Part of this responsibility is for the person doing the work to make an assessment of her/his work; after all, she/he knows best what she/he has done.

Assessment can be a difficult process and I believe that the Delta group can help each person make her/his assessment. It is very difficult, at first, to assess someone else's work. You may feel that you have to be 'nice' to them and not criticise. That is a good way to start: work out the good things and say why you think the person has done well; but people learn from mistakes and part of assessment is to tell the person where you think they have shortcomings, then (and this is the hardest part) tell them how they can improve.

Comments like: "You could have done better" are not much help. It is better to say: "I think you could have attempted more work on right-angled triangles" or "I feel that this work was probably too difficult/too easy for you". Tell them how their work could be better next time. Be specific.

When assessing someone's work, think about the following:

1. the level of difficulty;
2. the amount done;
3. the person's ability in that area;
4. the presentation of the work;
5. the variety in their work over time;
6. how hard the person worked.

Be as honest as you can. Try to make helpful suggestions.

Having listened to other people's assessment of your work, you need to then decide on how much emphasis to place on their judgements compared with your own and work out your own assessment using the criteria above as guidelines. If you disagree with everyone then either you are deceiving yourself or the rest of the group don't know what you have been doing; either position requires you to do something about it.

The purpose of assessment is to provide feedback to the owner of the work that can help that person to improve, not to judge one person better than another.

Roger Anderson, Delta

RADIOCATION

RADIOCATION, Triple C's schools program, has returned to the airwaves and can be heard every Tuesday at 7.00 pm.

Justin Shortal, 3CCC's Education Officer, sees success as a vital element in student radio. However, success doesn't always come easily as Justin explains:

Things do not always run smoothly for teachers and students. The following true example illustrates some problems.

Jim, a year 9 student, decides to interview the Principal.

Jim signs a contract; in it he promises to have the interview on tape by a specific date. We both have copies. The teacher is present and aware of the contract.

Jim goes on three weeks work experience.

At our next meeting, Jim has lost his copy of the contract and done nothing about his interview. He promises to re-write his list of questions, which he has also lost.

Jim explains that he went to see the Principal last Friday after school. The Principal's office door was open but the Principal was busy talking to a parent. Jim decided he couldn't wait any longer or he would miss his bus.

On Monday, Jim tries to find the Principal in the school yard during recess. The Principal is not at school. Jim's teacher advises that Jim should make an appointment to see the Principal.

Jim goes to the office and accepts the advice that he should see the Principal at 8.30 am the next morning. Jim knows that his bus will not arrive at the school until a quarter to nine. Half-heartedly he tells the secretary that he could be "a couple of minutes late".

Jim's bus arrives the next morning at a quarter to nine. He goes to his locker to get his list of questions, but discovers that he has left his locker key at home.

His locker is eventually opened by the teacher in charge of lockers. The time is now 9.00 am.

Jim collects a tape recorder and walks into the Principal's office. He tells the Principal: "I'm interviewing you now." The Principal replies: "No you're not!" Undaunted, Jim tries again: "Can I please interview you?" "No, I'm going out to a building site now."

Jim goes to his teacher and reports his failure. The teacher suggests that he should try again at recess.



3CCC, JIM & THE PRINCIPAL

Jim returns to the Principal's office at recess. The door is closed. There is a doorbell button on the wall. He presses it. There is no response. Jim stands there through recess. Eventually another staff member stops and asks what he is doing. Jim explains and is told that the Principal is not back yet.

At the end of this, Jim seems to have failed miserably. He has not fulfilled his contract. He has no interview.

When I next met Jim, I sat down with him and together we wrote down all the steps listed above. We then discussed the mistakes he had made in his approaches.

He acknowledged that he had been rather careless in losing documents and locker keys. He saw that it was unrealistic to make an appointment he had no way of keeping. He agreed that his approach to the Principal was inappropriate. Asked what he had learned from this experience, he replied: "You have to book early. Set up a time with the person. You should have everything ready: questions, tape recorder set up. You need to allow plenty of time."

Jim may not fully realise it, but his failure to get an interview had in reality been a valuable learning experience for him. It was valuable because we took the time out to discuss and analyse what went wrong.

Jim had a strong desire to talk to the Principal. What he needed was the technique or skill to arrange for that talk to take place.

Eventually, at my suggestion, Jim wrote a letter to the Principal, requesting an opportunity to interview him. The Principal responded - and Jim got his interview.

Failure like Jim's should be followed up if at all possible. It would be relatively easy to see his failure to 'come up with the goods' as the result of a poor attitude to the project. In fact, Jim has made serious efforts to achieve his goal. If he is left alone now he will probably decide that he's no good at radio or interviewing.

Our failure was that we (the teacher and I) took for granted that Jim would have the social skills to arrange a time for his interview.

Jim has learned some valuable social skills as a result of his radio project; skills that will be of value to him throughout life.

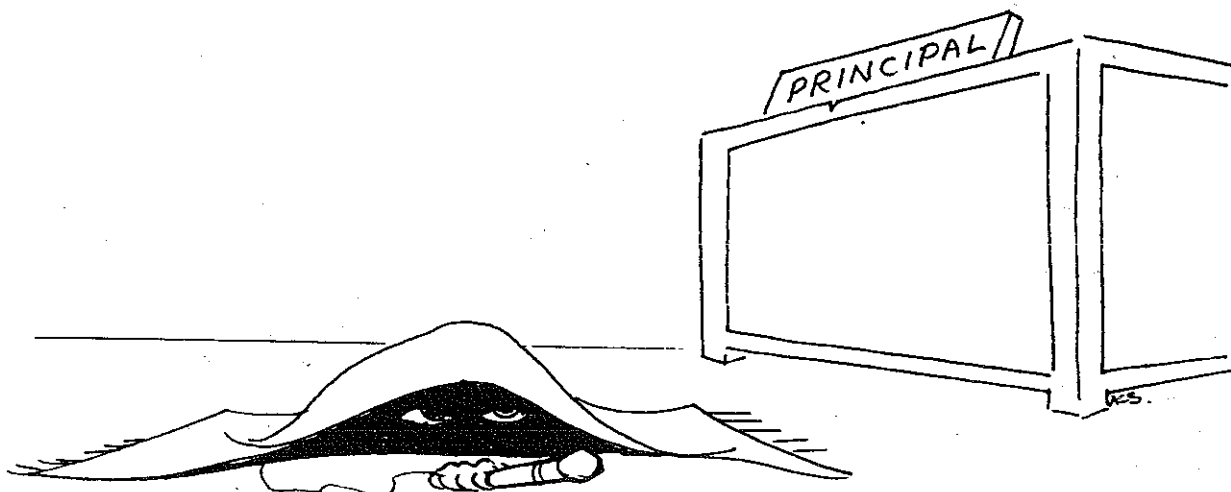
Postscript:

Jim's experience reminds me of something Jerome Bruner once said about success:

"We should make success possible because success does three important things. First it makes you feel that you can succeed again. Second, it gives you a confirming instance of a good solution, which you can use in similar problem-solving situations in the future. And third, success encourages people to vary their behaviour, to be a little more daring." (Jerome Bruner: *Psychology Today*)

From 3CCC's magazine.

Justin Shortal, Education Officer
3CCC-FM, Station St., Harcourt 3453

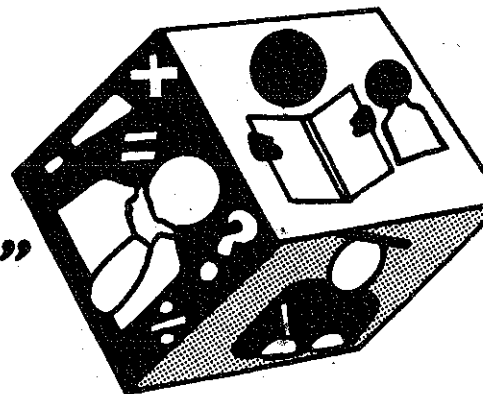


YOUR COMMENTS

Various letters arrive with queries and requests. While I can answer some of these, many are looking to connect with other groups and find out more about what is happening. The letters are published to enable you to answer them directly or to add them to your mailing list.

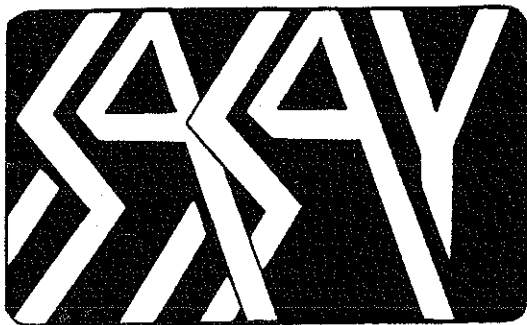
DE VIALAR COLLEGE
KWINANA SENIOR HIGH SCHOOL
MELVILLE SENIOR HIGH SCHOOL
CHRISTIAN BROTHERS COLLEGE FREMANTLE

"The Participation Project"



The Participation Project is a Participation and Equity Program Project running through the Fremantle Education Centre. The focus is the participation of parents, students and teachers in the decision-making processes of education. Although the project is not entirely focussed on Youth Participation, student recognition and acceptance of their active role in education is fundamental to our objectives; and I feel it is essential that we become part of networks that exist for sharing ideas and resources in this area.

Wendy Loxley, Educational Consultant
Fremantle Education Centre (Inc)
PO Box 452, Fremantle WA 6160



SHERBROOKE ASSOCIATION FOR THE
SELF ADVANCEMENT OF YOUTH

I'm writing to you on behalf of the Sherbrooke Association for the Self Advancement of Youth. This incorporated association was founded in 1981 by adult and youth citizens all previously involved in other organised youth activities in the Sherbrooke Shire. One of the aims of the SASAY organisation is to establish a permanent Resource Centre where information from many Self-Help and Community groups will be accessible to the youth of Sherbrooke when they require it. We hope that you can help us by sending out any relevant information.

Karen Daley, Project Coordinator,
'The Club', 536 Main Rd., Belgrave 3160

From one small magazine to another ...

The recent meeting in Canberra organised by the Literature Board of the Australia Council for funded literary magazines sparked off much enthusiasm for reciprocal advertising and reviewing. We wholeheartedly endorse this.

If you are willing to place a small advertisement concerning Emu in your magazine we would be happy to do the same for your publication. If, in addition, you would like to review Emu we will send you the latest issue. We will also review your magazine if forwarded.

As discussed in Canberra, we are all small magazines and as such need one another's support.

Emu Literary Magazine for Young
Australians,
192 Clarke St., Northcote 3070

We would like your help. We understand that there is a curriculum course in Victoria on 'Community Studies' or 'Community Service'. Would it be possible for us to obtain a copy?

We enclose a Membership Application form to join the Volunteer Centre and it could well be of interest for you to join as it would put you on our mailing list to keep you informed of our activities. It would also mean you would receive notice immediately our new Directory of Youth Community Projects is published.

(Annual Membership is \$10. All donations over \$2 are tax deductible.)

Colleen Reid,
Volunteer Centre of NSW,
147A King St., Sydney 2000 NSW

Your CONNECT magazine is the focal point of many subschools and the dissemination of information which relates to alternative methods of education. I find it a very informative and interesting publication, which I found out about from my teacher who subscribes.

I wish to convey to you our experiences over the past two years in this alternative system. The problem is I need information on student government plus a few queries of my own. (See articles and questions elsewhere in this issue.)

Marcus Mitchell, year 10,
Delta, Mawson High School.

On behalf of Fringe Network Ltd and Melbourne Moomba Festival Ltd I would like to thank you for your interest and support at the Youth Booth Project. A project such as this is only possible with the involvement of organisations and people such as yourself. We felt that the project was successful and in conjunction with the Moomba Murals and Youth Sculpture Project was an important acknowledgement of the International Year of Youth, by Melbourne's biggest commercial festival.

Angela Bourke, Project Officer,
Fringe Network,
201 Brunswick St., Fitzroy 3065

I ring. And I ring. And I ring. How do I ever find you?

Remember the videos I lent you? As I result of CONNECT, I need the bloody things back! The phone never stops ringing! I'm going crazy. Here's a boy who takes my videos then puts out a newsletter telling other people to borrow them. I mean, really! Good issue. Will this letter go in, too? (Yes... Roger)

Lesley Podesta, South-Central Region,
Education Department of Victoria.

To Cultural Journalism projects and others interested: Hello out there!

Enclosed is an updated list of projects and/or persons involved with oral history and cultural journalism projects. It's updated only because I have added names of those projects that I've heard from in the last two or three years. However, I have not deleted anyone from previous Hands On mailing lists.

We very much need to know what's happening to all of you out there. I'm not asking you to send me a long letter if you don't have the time. Just take a few minutes and write on an index card, a post-card, anything, and tell me if your listing is correct as we have it or how you want it changed. You may add phone numbers or other pertinent info you want other projects to know.

I must have a deadline on this because this mailing list must be reworked SOON.

Thanks so much for your help and keep those cards and letters coming. Yes, we are going to try to get Hands On revived and a new issue to you within the next month to six weeks.

Margie Bennett, Acting Editor,
Hands On Newsletter,
The Foxfire Fund Inc.,
Rabun Gap, Georgia 30568 USA

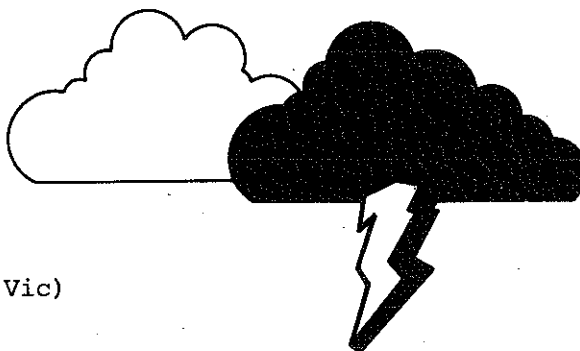
(The Hands On newsletter was/is an invaluable resource especially for those involved in school-based journalism and oral history. You'd be well-advised to get on the mailing list, either by subscribing or by exchanging publications. Plus the folks there are among my favourite friends! ... Roger)

FRIENDS OF Y.P.

We gratefully acknowledge receipt of the following contributions since last issue:

PATRON SUBSCRIBERS (\$20 pa):

Rene Ploegmakers	(Croydon, Vic)
Jocelyn Grant	(Carlton, Vic)
Tony Knight	(Bundoora, Vic)
Keith Gove	(East Malvern, Vic)
Brian Couper	(Lake Bolac, Vic)
Bryan Hains	(East Preston, Vic)
Roslyn Beaton	(North Fitzroy, Vic)
Phil McMillan	(Brunswick, Vic)
Special Library	(City of Caulfield, Vic)



SUSTAINING SUBSCRIBER: \$100 (2 years):

Institute of Educational Administration (Geelong, Vic)

NEWS & REVIEWS

TUTORING

"Tutoring" is the first of a series of four reprints of articles from CONNECT. The booklet draws together articles describing tutoring programs from issues of CONNECT from 1979 to 1985. Available from Victorian PEP, 416 King St., West Melbourne 3003. Phone: (03) 329.5677 (Margaret Piesse).

Subscription Analysis

Ages ago, we did an analysis of our mailing of CONNECT. You might be interested in the relatively up-to-date figures. This is what we mailed for issue 32:

State	Current Subscription	Expired - still sending	Free trial copy	Complimentary/ Exchange copy
Overseas	-	-	-	3
NSW	20	5	2	5
Vic	276	72	34	12
Qld	8	2	-	2
SA	19	7	3	-
WA	3	3	-	-
Tas	4	-	1	-
TOTAL:	330	89	40	22 (481)

Foxfire Records

The latest issue of Foxfire (the magazine from Rabun Gap, Georgia, USA published by students and containing oral history records of their area) is a special issue devoted to the various styles of gospel singing. It is accompanied by two cassettes with examples of those singing styles. The following article, taken from the Winter 1984 issue of Foxfire gives more information:

This is the first time we have ever tried to tie together a record project and magazine. Documentary records, complete with interviews and annotations, are expensive to produce - so expensive that we were not able to justify such a project con-

sidering the small number we sell. As an alternative, we decided to try this project: a magazine issue, complete in itself, supplemented by recorded material. The cassette mode of recording can be done in much more manageable numbers at a fraction of the manufacturing cost and it makes sense in that more people have cassette machines nowadays than phonographs.

The recorded material was put together by kids in the record project, a separate arm of the *Foxfire* educational program tied to the music program. As you might know, we have produced a number of other recordings, but through the years we have probably spent more time and effort on this project than any of the others.

There were many special challenges we had to face in the effort to record this music. Each one of the gospel singings was held in a different church. As one can imagine, each church had its own unique acoustical properties to be accounted for. Some singings are just more spirited than others. In an effort to present the singing in the best light, we had to make some hard choices. All in all it has been an excellent learning experience for the kids and a unique opportunity to meet some fine generous people.

How to order: Send \$16 (US) for the set (this magazine and both cassettes) or \$8.98 (US) for each tape individually. Postage is included in all prices (but perhaps add some if you want airmail postage). In addition, *Foxfire* magazine subscribers will get a \$2 discount on each tape, so please specify.

Foxfire .002 - The Rabun County Gospel Singing Convention.

Foxfire .003 - Christian Harmony.

Mailing address: Foxfire Records, Foxfire Fund Inc., Rabun Gap, Georgia 30568 USA

Victorian Student Conference?

Plans are currently underway for a Victorian Statewide student conference later this year. Consideration is being given to support for a series of Regional Conferences defining issues and leading up to the 'big one'. We hope that the next issue of *CONNECT* will be able to bring you further and more detailed information.

Youth Forum '85

Youth Forum '85 will be held at Mitchell College of Advanced Education in Bathurst from July 6th to July 9th. It will "give young people from all over New South Wales the chance to express their views on issues that concern them. During this annual conference of the Youth Forum organisation, sixty schools and youth groups will give a presentation on one of the six topics for discussion. There will be an emphasis on proposing constructive solutions to problems, and each group will be encouraged to formulate a plan of action which they could carry out in their school or community. Youth Forum '85 will also be a lot of fun, giving you the chance to meet and socialise with 300 young people from all over the state.... Unfortunately places at the conference are limited to 60 groups of 4 young people. Groups will be selected on the basis of a presentation outline ... The groups attending will be selected by the Youth Forum Youth Committee, a group of young people elected at Youth Forum '84 to plan and run Youth Forum '85.

"The Youth Committee also chose the six topics for the conference, based on a survey of several hundred other young people:

- "(A) Nuclear Issues: What do you think about government policies on uranium mining and export, nuclear power, foreign bases, visits by nuclear armed and powered vessels, or disarmament? What role can young people play in shaping nuclear policies?
- "(B) Are We Children Or Adults? Has society double standards towards young people regarding an early demand for responsibility and late recognition of maturity? Should young people pay as adults whilst being legally classified as children? In what other situations are there double standards? What can be done to amend this?
- "(C) Education: Is the present structure of the education system meeting the needs of all youth? How do you see the future of education in New South Wales? In what ways can young people participate in restructuring the system to meet their needs?

"(D) Discrimination: Many forms of discrimination affect young people. How has discrimination affected you? What positive action can youth take to overcome discrimination?

"(E) Unemployment: What are the effects of unemployment on young people? Can anything be done about youth unemployment? Are there positive aspects of being unemployed? In what ways can the extra time, not taken up with school or work, be used?

"(F) Nationalism: Is there such a thing as an Australian 'identity'? Is 'Norm' the norm? Is the Australian spirit 'Fosters'? 1988 brings 200 years - Advance Australia Where? How can young people influence Australia's future identity?"

Youth Forum has issued a kit to all New South Wales high schools and to 250 youth groups. This contains the above material in an invitation to attend, posters, background material and letters to the Principal, teachers and the Parents & Citizens Association. The application form had to be returned by mid May and groups should now have information about attendance.

For further information, contact: Youth Forum, PO Box 1599, North Sydney NSW 2060.
Phone: (02) 929.8599

PEP & Students Around Australia

The following round-up of activities within or associated with the Participation and Equity Program is drawn from the Youth Affairs Council of Australia's Briefing Paper: Education. (YACA, PO Box 108, St Kilda South 3182 PH: (03) 537.1833)

Queensland:

A draft student participation resource kit has been prepared by the Non-Government PEP Committee. There was significant involvement of students in the State PEP conference 13-15 March 1985. Possibly some follow-up with further regional and state student seminars. Contact: Maria O'Neill, (PEP Coordinator) GPO Box 1923, Brisbane 4000 Q. Ph (07) 229.8266

On the recommendation of the Government IYY Education Sub-Committee, the Queensland Director-General of Education has requested all Queensland Principals to encourage the setting up of school councils in their schools as a major objective for IYY. The councils are seen as a base for developing IYY actions. A statewide conference has also been proposed. Contact: Mr Kerry White, Information and Publicity Officer, Director General's Office, Education Department, PO Box 33, North Quay 4000 Q. Ph (07) 224.7800.

Northern Territory:

Gabfest, a Territory-wide meeting of students, was held on 3-4 December 1984. Students decided to make the Gabfest a regular twice-yearly event, as the basis for a Territory-wide student network. A PEP video on student participation is planned for 1985. Contact: Joy Irvine, NT Government PEP Program, PO Box 4821, Darwin 5794 NT. Ph (089) 80.4484.

South Australia:

In the Government PEP Committee, \$50,000 has been set aside for student participation. Proposals have included a PEP student conference to be organised by the South Australian Youth Forum, building on last year's successful PEP student conference. An Education Department committee with student representation is looking at further uses of the funds. PEPSI, PEP Student Involvement, is a network of students from PEP schools, which hopes to develop as a base for the student/youth representatives and to encourage student involvement in PEP in schools. PEPSI will work with the South Australian Youth Forum and hopes to obtain PEP funding. Contact: Chris Sheedy, Executive Officer, PEP Committee, GPO Box 1152, Adelaide 5001 SA. PH: (08) 227.2366. or Chris Wilson, South Australian Youth Forum, GPO Box 2117, Adelaide 5001 SA. Ph: (08) 212.5246.

A meeting of students from non-Government PEP schools was held on the 2 December 1984. Student representatives on the Committee have proposed a student organisation to work with the South Australian Youth Forum and government school students to be funded by PEP. The organisation will develop projects to encourage student involve-

ment in PEP during 1985. Principals of PEP schools have been requested to arrange the election of representatives to the PEP student organisation. Contact: Richard Hearn, PEP Education Officer, SA Non-Government PEP Program, GPO Box 2149, Adelaide 5001 SA. Ph: (08) 212.2261.

Victoria:

In both 1984 and 1985, \$500 has been allocated by the Government PEP Committee to the Student Council in each PEP school. In addition, \$100,000 was allocated to student participation in 1985. Of this, \$70,000 was used to re-fund the Student Action Project in the Western Metropolitan Region; the remaining \$30,000 went to regional and state-wide networks. A PEP video about student participation ("Seen and Heard") has been produced. Several student networks operate including SAG (a state-wide student network - the Student Advisory Group - a subcommittee of the PEP Committee), SWP (Student Working Party in the Western Region) and developing networks in most regions. The Student Participation Officer has been appointed. Contact: Rosemary Tovey, Student Participation Officer, PEP, 416 King St., West Melbourne 3003 Vic. Ph: (03) 329.5677. or Student Action Project, West Education Centre, 34 Kingsville St., West Footscray 3012 Vic. Ph: (03) 314.3011

The Director-General of Education has written to all Principals and School Council Presidents in Post-Primary schools (Memorandum No. 87, 22 March 1985): "The establishment of student organisations in all of our post-primary schools is to be encouraged, and their use as a desirable component of the school decision-making process should be taken seriously."

As a means of offering additional support for Student Committee Representatives, four secondary students have been appointed to the Victorian non-Government PEP Committee. A member of the PEP team has taken on the role of 'tutor' to the students, helping them in PEP committee preparation, participation and follow-up. Contact: Jenny Burgess, Narelle Staub, Terry Preston (Student Representatives) or Janet Burke (PEP Officer), PEP, PO Box 146, East Melbourne 3002 Vic. Ph: (03) 654.2199.

Tasmania:

Student/youth representatives on the Government PEP Committee, together with students from PEP schools, have submitted through the Youth Affairs Council of Tasmania a proposal for four regional training workshops and one joint region workshop in 1985. A successful student seminar was held in September 1984.

The Non-Government PEP Committee has allocated \$2000 to student participation. Plans for the use of these funds are still in progress.

Contact: Jackie Ohlin, YACTAS, GPO Box 358D, Hobart 7001 Tas. Ph: (002) 30.3072.

Western Australia:

The Youth Affairs Council of WA has proposed the setting up of a statewide SRC Group. \$8000 has been allocated by the Government PEP Committee towards the setting up of this group. Contact: Genevieve Errey, YACWA, GPO Box T1741, Perth 6001 WA Ph: (09) 322.6744.

New South Wales:

In 1984, each Government PEP school was granted \$500 for student initiatives. Submissions were assessed by a student subcommittee of the Government PEP Committee. Training workshops have been held for student representatives on regional PEP committees. Contact: Beverly Pankhurst, Executive Officer or Justine Minshall, Student PEP Representative, PEP Committee, Education Department, GPO Box 33, Sydney 2001 NSW. Ph: (02) 240.8867.

The NSW Education Commission is conducting a major survey of the views of young people about education in order to help the Commission shape its policy. Contact: Tony Moore Ph: (02) 240.8458.

National:

The YACA PEP Student Participation Project has been running since September 1984. The Project aims to support the student/youth representatives on State and Territory PEP Committees and to promote state and regional student support networks. Contact: Sue Richter, YACA, PO Box 108, St Kilda South 3182 Vic. Ph: (03) 537.1833.

Students had special place in our opening workshops

By MAREE DAVIDSON, VICCSO Liaison Officer

IMAGINE, if you can, a room about the size of a small school classroom. About 90 students and adults are making contact with four people previously unknown to them and engaging in a different role play situation with each, all within a 15-minute period.

On the top of a table stands Pamela Ward, from Student Action, calling out (above the din) a series of numbers from 1 to 4.

The crowded room almost shakes as people race to find their corresponding partner and slip quickly back into the appropriate role.

Confusing? Maybe, but this was the warm-up activity for VICCSO's recent "Student Participation in School Governance" workshop.

Students (members of school councils and SRC's) and teachers, parents and support staff from more than 30 schools around the State took part.

The workshop aimed to equip students with some of the skills and information they need to participate, effectively and equally, in decision-making at the school level. It also provided the opportunity to raise issues, make contacts and share ideas across school communities.

After a warm welcome from VICCSO president Wendy Morris, participants were

addressed by Roger Holdsworth (Freelance Consultant) on the issues of students and decision-making, including participation, representation and accreditation. He outlined strategies and resources which might assist.

Unsuspecting participants probably did not expect to be caught up in the midst of a media event when they applied for this workshop. However, students and adults displayed considerable acting talents as they took part in a mock press conference organised by Lesley Podesta (South Central Council Liaison Officer) as a report-back session for the morning workshop groups.

A future in politics or journalism is assured for some of these students.

Video preview

A "sneak preview" of the videotape "Seen and Heard," funded as part of the student participation component of the Participation and Equity Program, launched the afternoon program. This highlighted the processes and procedures of students involved in decision-making in schools.

After a whirlwind run-through of strategies of how to make meetings more effective, workgroups tackled the issue of meeting procedures.

Student "stars" of the video took part in groups to share their experiences, respond to questions and obtain feedback about the video.

Then, to complete this rather hectic workshop, a networking and resources session was conducted.

Finally, Ray Davis (Council Services Unit), Dick Haire (School Council Liaison Officer, Loddon Campaspe-Mallee), Heather Farley (Community Education Officer, Morwell) and Cheryl Wilkinson (vice-president, VICCSO) quickly explained their roles and the support they and those in similar positions can give students in decision-making.

VICCSO senior vice-president Keith Staples thanked participants and organisers and distributed the new *People in Partnership* (VICCSO and Post-Primary School Councils) pamphlet to a rather exhausted group as they filed out the door.

In a corner of the now empty room, organisers were already making plans for a second "Student Participation in School Governance" workshop to be held at Caringbush Library, Richmond, in June.

SCHOOL BELL, May 1985

... And the second workshop was also a rip-roaring success, with approximately 130 people in attendance. The program followed was similar, but workshops in the afternoon also role-played reactions of SRCs and student School Councillors to a number of potentially divisive issues.

Students departed - exhausted, with tons to think about, better informed and well pleased with the organisation of the day.

For information about possible further workshops, contact VICCSO, 225 Bourke Street, Melbourne 3000. Phone: (03) 63.9093.

'The Victorian Council of School Organisations welcomes you to the first of what we hope will be a continuing series of seminars for student school councillors.

We are particularly pleased to be associated with student representatives, as VICCSO has worked for some time to have students included on post primary school councils. It seems so obvious that those who are most affected by the decisions made by school councils should have the right to express their views and to share in the decision making.

In years to come, we will look back and wonder how post primary school councils could have ever operated effectively without the participation of students.

You are trail-blazers in an educational partnership and your efforts will make the way easier for the student representatives who follow.

As the organisation which represents the whole range of school councils in Victorian government schools, VICCSO offers you support through our information and advice services, which are freely available to all school councillors from affiliated school councils.

Remember that 'School Bell', which is published in ten issues every year, can be used to communicate your views to other student representatives, as well as to school councillors in general.

Introduction to participants; VICCSO Student Workshops

MATERIAL AVAILABLE

Articles:

Code	Article/Description	Pages	Cost
209	"Student/Teacher Rights and Responsibilities: A discipline policy or a democratic apprenticeship?" Tony Knight (LaTrobe University) January 1985	16 pp	\$1.60
210	"Student Participation: How feasible is it in my school?" Notes from Meg Dillon, Loddon Campaspe-Mallee Region.	5 pp	50¢
211	Youth Forum Newsletter: Vol 4 No 3 March 1985	4 pp	50¢
212	"PEP for Students": Notes from Mallacoota HES (Vic)	11 pp	\$1.10

Publications Received:

We wish to stress that the following publications are not for sale. However, they are available for perusal by arrangement: contact CONNECT: (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS

Epping Highlights (Epping HS, Vic) Issue 1, April 1985
Profile (Sunshine HS, Vic) Vol 8 No 2 May 1985
Delta News (Mawson HS, SA) Vol 3 No 3
Presto (Preston schools, Vic) Vol 4 No 1 April 1985
Ascolta (Brunswick schools, Vic) Vol 12 Nos 1, 2 (Issues 67, 68) March, May 1985
Panorama (Westall HS, Vic) Vol 4 No 1

OVERSEAS STUDENT PUBLICATIONS

Foxfire (Rabun Gap, Georgia, 30568 USA) Vol 18 No 4 Winter 1984
Exploring Hunterdon's Heritage (Hunterdon Central Regional HS, New Jersey USA) Vol 4

Other Sources

PEP for Students (Mallacoota HES)
Youth Forum Kit (Sydney NSW) 15 March 1985
Youth Forum Newsletter (Sydney NSW) Vol 4 No 3 March 1985
IYY Is Here (IYY Secretariat, Brisbane, Q) February 1985
Update NIE (Newspapers in Education, USA) Vol 11 No 4 April 1985
Volunteer Centre News (Sydney, NSW) Vol 6 No 1 February 1985
Student Leadership Development Program (Institute of Educational Administration and North Geelong HS, Geelong, Vic) February 1985
Lisez! (Fringe Network, Vic) Nos 32, 33 April, May 1985
Annual Report, IYY Bulletin, YACA State of Play, Briefing Papers: Education (Youth Affairs Council of Australia, St Kilda, Vic) March-April 1985
Media 3 (Rusden SCV, Vic) No 24 May 1985
Listening Post (2SER-FM, Sydney, NSW) Issues 64, 65

EMU

EMU LITERARY MAGAZINE FOR YOUNG AUSTRALIANS

192 Clarke Street, Northcote 3070 Victoria

\$9.50 per year (3 issues) or \$3.30 per issue, post paid.

Writers 10 to 30 invited to submit poetry, prose, reviews, plays (2000 word maximum) and black and white illustrations. Aimed at an audience of all ages. Payment: \$10 per published item.

PHOTOCOPY: COMPLETE: RETURN:



PHOTOCOPY this page; COMPLETE all the details; RETURN it:

To: CONNECT, The Newsletter of Youth Participation in Education Projects,
12 Brooke Street, Northcote 3070 Victoria Australia

From: NAME:

ADDRESS:

.....Postcode:

SUBSCRIPTION: \$5 for a 1-year subscription \$
\$20 to become a PATRON SUBSCRIBER (for one year) \$
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\$100 to become a SUSTAINING SUBSCRIBER (for two years) ... \$
\$1000 to become a LIFETIME SUBSCRIBER (for ever) \$

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21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32

- * As We See It (\$3.50) - Brunswick students' writing \$
- * Leaving School (\$3.60) - Moreland School-Work Program .. \$
- * Cultural Journalism Workshop Report 1979 (\$2) \$
- * Adelaide Conference Magazine (\$2) - August 1981 \$
- * You And Aunt Arie (\$10 + postage) - "how to" book \$
- * Lynall Hall Community School 1982 Yearbook (\$1.50) \$
- * Riff Raff Soundtrack Album (LP) (\$8 but need to collect) \$
- * The Fitz-Coll Directory (\$1.50) - Fitzroy HS students .. \$

PHOTOCOPIES: Copies of the following articles:

Numbers: \$

INDEX: To "Articles Available" and CONNECT to issue 17/Oct 1982 (80¢) \$

TAPES: Various tapes - Art Pearl (6 tapes); SRC Day (\$4 each/\$2 + tape) \$

TOTAL ENCLOSED: \$